

Level 2A Writer Grid

This grid is designed to support you in reviewing where a child is with their writing and to help you to plan what you might do in order to move the child's writing forward.

Some common features of writing at this level are identified to support you in reviewing the child's writing. The teaching approaches will aid you in identifying the next steps you may wish to take during one-to-one tutoring sessions in order to impact on key aspects of writing. One-to-one tuition exemplar plans provide more specific guidance on the structure and content of individual sessions.

The following documents can be accessed by going to www.standards.dcsf.gov.uk/nationalstrategies and searching for the references provided.

Features of writing	Examples of common misconceptions	Key teaching approaches/strategies to support the writer	Pupil writing targets	Resources
<ul style="list-style-type: none"> • The writer finds it difficult to begin to write and to know what to write about. • Writing is often short. • Writing is limited in ideas, often relates to the writer's experience. 	<ul style="list-style-type: none"> • Writing lacks interesting ideas to engage the reader. 	<p>Talk for writing</p> <ul style="list-style-type: none"> • Demonstrate how to say sentences aloud before writing so that the child understands what they are being encouraged to do. • Before writing, always encourage the child to rehearse aloud what they want to write so that they are not trying to make it up as they go along. • Help the child to generate ideas for the content of their writing through discussion, role-play and practical activities (e.g. a science experiment). • Introduce and collect new words through use of visual texts (e.g. picture books, photographs, graphic novels, ICT texts, paintings) to increase the child's vocabulary choices. Talk about images and jot down effective vocabulary for use in writing. • Help the child to capture and use new words for writing by using film sequences. Talk about characters, pace, dialogue, setting and make note of the child's ideas to use when writing. • Use drama activities to make writing more engaging for the reader and show the child how to use the ideas generated when writing, e.g. <ul style="list-style-type: none"> – thought tapping: stop and imagine what a character is thinking at a crucial moment in the text; – hot seating: have teacher or child work in role as a character so that questions can be asked and motives and feelings can be explored; – freeze frame: physically create a still image of a scene and think about body language, facial expression, etc., take a digital image and annotate this with vocabulary to describe different aspects. • Listen to atmospheric music or a soundtrack without the image to generate ideas about setting or characterisation. 	<p>Level 3c <i>Use a range of adjectives, adverbs, verbs and nouns in phrases in writing and consider the impact on the reader.</i></p> <p>(Strand 11: sentence structure and punctuation)</p>	<p>Speaking, Listening and Learning: at Key Stage 1 and 2 (ref code: 163-2004)</p> <p>Boys' Writing Flyers (ref code: 1170-2005G)</p> <p>Talk for Writing (00467-2008DVD-EN; available online Spring 2009)</p>

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<ul style="list-style-type: none"> • Writing shows basic structure and is sometimes set out in simple sections with content that is related. • In some forms of writing paragraphs are not clear and are jumbled, making the writing harder to understand. 	<ul style="list-style-type: none"> • Writing displays some evidence of simple structure but is not consistently organised into paragraphs or sections. 	<ul style="list-style-type: none"> • Read a range of texts and talk about how they are organised. Highlight parts of texts to show how content in sections and paragraphs is organised. • Using texts that are familiar to the child, break down the sections and paragraphs of the text using different visual planning techniques (e.g. break down the parts of a story into a flow chart, organise the sections of a non-chronological report into a spidergram). Talk about the sequencing and organisation of these texts. • When reading texts of the same type, identify with the child language and phrases which are suitable to this text type and add these to visual planners. Use these planners and the vocabulary collected to generate ideas for their own writing. • When planning a piece of writing with the child, ensure that you are writing alongside them, demonstrate how you organise your writing when planning by thinking aloud, e.g. 'We're writing a mysterious story. I want my reader to feel part of the story immediately, to feel rather nervous and understand that it is frightening to be in this place, so I am going to open my story by setting the scene, but I don't want to say too much about what is happening in the first paragraph because I want my reader to want to read on so it is going to be a short paragraph ...' • Cut up texts or use sticky notes to allow children to order and organise texts physically into appropriate sections and paragraphs. 	<p>Level 3c <i>Organise ideas and related points into paragraphs.</i> (Strand 10: text structure and organisation)</p>	<p>Grammar for Writing (ref code: 0107-2000)</p> <p>Story Modeller</p>

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<ul style="list-style-type: none"> • Writing is often a series of simple sentences joined together without punctuation (e.g. <i>She heard a bigger roar she got scared she ran away</i>). • Writing often demonstrates a mixture of simple and compound sentences joined together by <i>and</i> or <i>then</i> (e.g. <i>There was a girl who was walking in the jungle she heard a loud roar then she saw a tiny mouse she loved the mouse</i>). 	<ul style="list-style-type: none"> • Writing demonstrates limited use of sentence structure. • Mainly uses compound sentences but with over-reliance on conjunctions <i>and</i>, <i>then</i>. 	<ul style="list-style-type: none"> • Before writing sentences down, practise them by saying them aloud. Talk about how to make the sentence better, while the teacher writes down the child's oral sentences. While writing, talk about word choices and improvements and add these to the written sentences. • Through reading and talking, provide a range of different types of sentences to explore together. Look at how sentences are made up: <ul style="list-style-type: none"> – what makes them effective? – how do they make meaning clear in a text? • Identify sentences to be improved from the child's writing. Talk about how they might be improved to make the meaning clear, edit them verbally and then amend in writing. • Using examples taken from the child's writing use mini whiteboards to improve sentence structure, e.g. <i>she heard a bigger roar she got scared she ran away</i>. Redraft with the child to explore how it could become easier to understand by adding conjunctions: <i>she heard a bigger roar and she got scared so she ran away</i>. • Talk about how punctuation could be used in the same sentence to make it easier for the reader to understand, e.g. <i>she heard a bigger roar. She got scared so she ran away</i>. • Talk about how words might be changed or added to the sentences to improve them further: <i>Suddenly she heard a huge roar. She was so frightened she sprinted away</i>. Ask: 'Now how would the reader feel if they read that?' 		<p>Grammar for Writing (ref code: 0107-2000)</p> <p>NLS Grammar for Writing Leaflets (ref code: NLS893)</p>

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<ul style="list-style-type: none"> Sometimes word tense endings are missed off or tenses are changed inappropriately (e.g. <i>beated</i> instead of <i>beat</i>). The writer may use non-standard English in their writing; this can sound like speech (e.g. <i>we was going to the town.</i>) 	<ul style="list-style-type: none"> Writing demonstrates some use of non-standard English, inconsistency in use of tenses. 	<ul style="list-style-type: none"> Play simple oral games (e.g. verb tennis where the teacher says the present tense of a verb and the child replies with the past tense). Play physical games (e.g. use word cards to manipulate the subject and verb in simple sentences so that they agree: He is late. They are late.). Demonstrate to the child by thinking aloud how to reread work to check that it makes sense and talk about how to check for consistent tense and correct verb forms. Play sentence games to improve sentences (e.g. changing verb tenses in a sentence – games adapted from Grammar for Writing). 	<p>Level 2a</p> <p><i>Use interesting vocabulary, varying the use of verbs for effect, keeping the tense consistent.</i></p> <p>(Strand 11: sentence structure and punctuation)</p>	<p>Grammar for Writing (ref code: 0107-2000)</p> <p>NLS Grammar for Writing Leaflets (ref code: NLS893)</p>

Features of writing	Examples of common misconceptions	Key teaching approaches/strategies to support the writer	Pupil writing targets	Resources
<ul style="list-style-type: none"> Some sentences are marked correctly with capital letters and full stops but some are not punctuated, particularly near the end of a piece of writing. This makes the writing seem hurried. The writer attempts to use a range of punctuation (e.g. exclamation marks, question marks, commas and inverted commas) but they often use them incorrectly (e.g. <i>was'nt, you were helping them to help me!.</i>). 	<ul style="list-style-type: none"> Use of capital letters and full stops to mark sentences lacks consistency. Attempts are made to use different forms of punctuation but often used incorrectly (e.g. commas in a list, exclamation marks and question marks). 	<ul style="list-style-type: none"> When writing alongside the child, show them by thinking aloud how to use punctuation to support meaning, e.g. My character is feeling frightened so I want them to call out to the other character, I need to use speech marks to open my speech: 'Are you there?' It is a question so I need to use a question mark. But he is so scared, I want him to repeat the question: 'Are you there?' Now I need to remember to use a question mark but close my speech marks after the question mark because that is all part of what he is saying: 'Are you there? Are you there?' Play punctuation games (e.g. use a punctuation dice, with simple sentence cards; child rolls the dice and then must use this punctuation mark effectively in the given sentence – games adapted from Grammar for Writing). Identify sentences to be improved from the child's writing. Talk about how punctuation could be added or changed to make the meaning clear, amend punctuation verbally and in writing. Support the child to reread their work aloud and check that it makes sense. Talk about where punctuation might be added or changed so that the message is effectively conveyed – encourage them to add these changes to their writing. 		Grammar for Writing (ref code: 0107-2000)

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<ul style="list-style-type: none"> The writer uses the same words in different pieces of writing because they have a limited vocabulary. Sometimes words are not appropriate to the text type (e.g. overuse of adjectives in a non-chronological report). 	<ul style="list-style-type: none"> Vocabulary use is limited in range (including adjectives) and often speech-like. Difficulty in using vocabulary appropriate to the text type. 	<ul style="list-style-type: none"> When reading with the child, talk about words which create impact for the reader, e.g. 'The writer describes the corridor as a long empty corridor. Jeff Fishkin was hopelessly lost. He clutched his hall pass as he looked down the long empty corridor. Jeff is lost. I really like the way the writer uses two adjectives, long and empty. because in my mind I see a picture of an endless corridor that looms in front of Jeff who is really small. Even though he uses two unexciting adjectives they help to give me a picture in my mind of how awful and lonely Jeff feels.' When reading with the child, talk about whom the writing is for and why it was written (audience and purpose). Talk about how words are used to help to achieve the writer's intended impact on the reader, e.g. use a newspaper report to discuss why the action of a person is described as heroic. Use the vocabulary lists / word banks developed with the child or in class to support the range of vocabulary used by the child when writing (e.g. alternative words for <i>said</i>, <i>big</i>, <i>scared</i>, <i>run</i>, etc). Play games (e.g. from Grammar for Writing) focusing on improving word choices to make better sentences by changing words (nouns, adjectives, verbs), adding words in, adding words on at the beginning, at the end, e.g. <i>the boy jumped</i> may become <i>Dan crept to the edge and stepped off</i>. Encourage and support the child to create a writer's notebook and record exciting and interesting words that they encounter while talking, watching or reading. When writing alongside the child, show them how to choose appropriate words and make choices about words in their writing by demonstrating thinking aloud while you write, e.g. 'This is a really frightening place to be in. I want the reader to know that the castle looks really frightening to the two characters so I am going to make the children sound really small in comparison to the building: <i>the dark towers of brick towered above them</i>. No, I don't like the use of the verb <i>towered</i> because I have used the word <i>towers</i> as a noun so I need a better word; I like <i>loomed</i>. That is one we collected from our reading: <i>the dark towers of brick loomed above them</i>. Yes, that makes the children seem very small and the building seem eerie and frightening.' Identify sentences to be improved from the child's writing. Talk about how words could be added, taken out or changed to maximise the effect on the reader, improve them verbally and amend writing. 	<p>Level 3c <i>Use a range of adjectives, adverbs, verbs and nouns / noun phrases in writing and consider the impact on the reader.</i> (Strand 11: sentence structure and punctuation)</p> <p>Level 3c <i>Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader.</i> (Strand 9: creating and shaping texts)</p>	

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		<ul style="list-style-type: none"> When writing has been improved, compare the sentences and talk to the child about the effect of the changed vocabulary on the reader, e.g. 'Instead of Satpal took the map you used the word <i>snatched</i>. What does that tell the reader about how Satpal is feeling?' 		
<ul style="list-style-type: none"> The writer uses simple vocabulary due to lack of confidence in spelling. The writer makes phonetic attempts to spell words correctly (e.g. <i>pebbels, dolfins</i>). Common spelling errors include word tense endings (e.g. <i>haveing, scard</i>) and letters being left out of words (e.g. <i>vist, beutifull</i>). 	<ul style="list-style-type: none"> Common words usually spelt correctly. Spelling demonstrates that phonetic attempts have been made. 	<ul style="list-style-type: none"> Revisit and teach word spelling patterns that cause difficulty (e.g. past tense verb endings). Teach key spelling rules (e.g. common suffixes, ly, ful, less) and help children to identify where the 'tricky bits' in words are, e.g. 'Wednesday – there is a letter in Wednesday that we can't hear. Think about your spelling there, does it look right? How did we say Wednesday to help us? Wed-nes-day.' Use Spelling Bank to support activity. Start each lesson with a short activity to reactivate the children's knowledge of words they are working on or use often, e.g. 'Remember you are really trying to spell the word 'beautiful' correctly and you now know how to spell it. Let's have a go at trying it out before we start writing.' Model how to revisit and correct writing by demonstrating how to check work for errors. Focus the child's attention on a few key spellings only. Show the child how to apply spelling strategies, e.g. 'Think about the word <i>something</i>; it is made up of short words that you know how to spell. Spell <i>some</i> for me... OK, now try <i>thing</i>... Yes, it has the word <i>thin</i> inside it as well...' 		<p>Spelling Bank (ref code: 0086/2001)</p> <p>Year 2 and Year 3 Planning Exemplification and Spelling Programme</p>